



Delivering data-informed and goal-oriented transitional care for older adults in Ontario: Practical nurses' perspectives on challenges and successes using standardized comprehensive assessments



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Introduction

- **Community-based transitional care programs** that facilitate access to coordinated and continuous care following an acute care hospitalization **are growing across Canada**.¹
- **Person-centred care planning is a program expectation**, including dialogue-based assessment, collaborative goal setting and development of an interdisciplinary care plan.²
- In transitional care, **the interRAI Home Care (interRAI HC) is the comprehensive assessment most frequently used** to facilitate this process.
- Nurses and other care providers working in home-based care have expressed difficulty operationalizing the data generated from the interRAI HC.³
- **Practical nurses** often serve as primary nurses in these programs, therefore supporting their ability to operationalize standardized comprehensive assessment data to plan client care is critical.⁴

Objective

- The objective of this study is to co-design a point-of-care tool to support data-informed, person-centred care planning in community-based transitional care programs in Ontario.
- Our research question for this phase of the project was:
What are Practical Nurses' perceptions of challenges and opportunities related to conducting the interRAI HC assessment and using assessment data at point-of-care?

Methodology

- Guided by the Participatory Research to Action (PR2A) framework⁵ (Figure 1) we sought to authentically engage 'experts-by-experience' in all phases of the research.

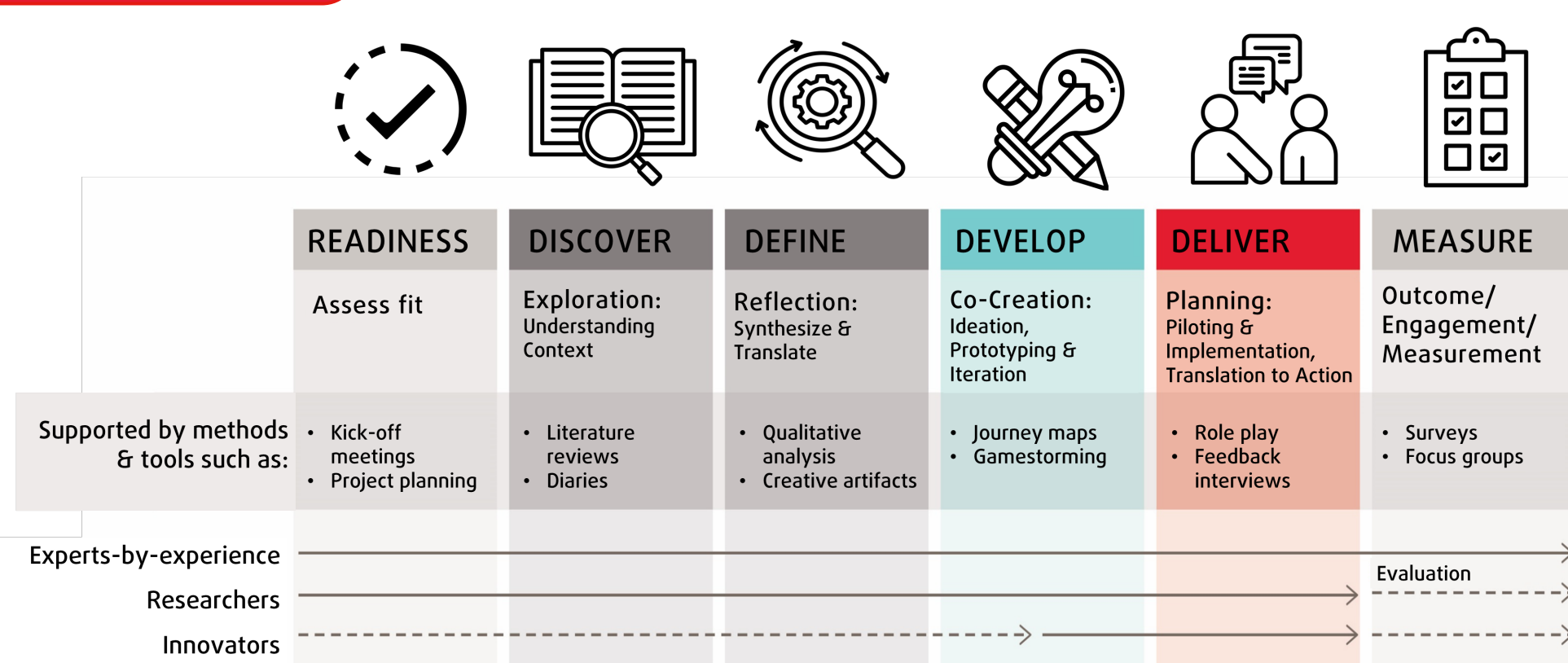


Figure 1: the Participatory Research to Action (PR2A) Framework

- This research used a multi-method participatory research approach with three phases: **1) interviews with Practical Nurses to discover the context**, 2) a co-design workshop to define the content of a point of care tool, and 3) a co-design workshop to develop the tool prototype. This poster presents on phase 1 of the research.

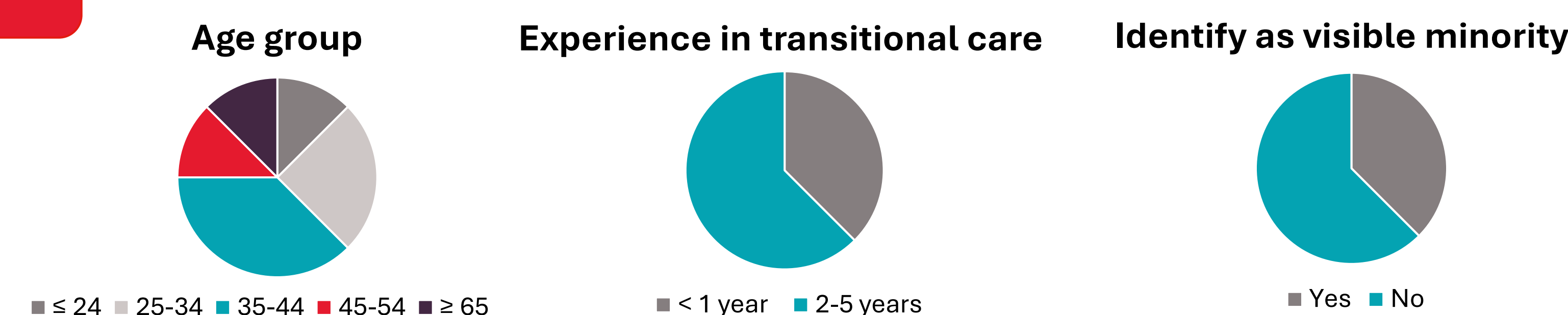
Phase 1 Methods

- Practical Nurses were recruited from SE Health's 20 transitional care programs across Ontario
- Data collection included:
 - Virtual interviews were 30-47 minutes in length.
 - A semi-structured interview guide was used to discover perceptions of interRAI HC, a) training, b) conducting assessments, c) using data for care planning, and d) using data for team collaboration.
- Interview transcripts were coded independently by two researchers who grouped data together based on challenges and opportunities. The research team then had consensus building conversations to generate themes related to challenges and opportunities in assessing and using interRAI HC data.⁶

Results

Participant Characteristics

Eight **Practical Nurses** representing six @Home Programs were interviewed. All identified as heterosexual women.

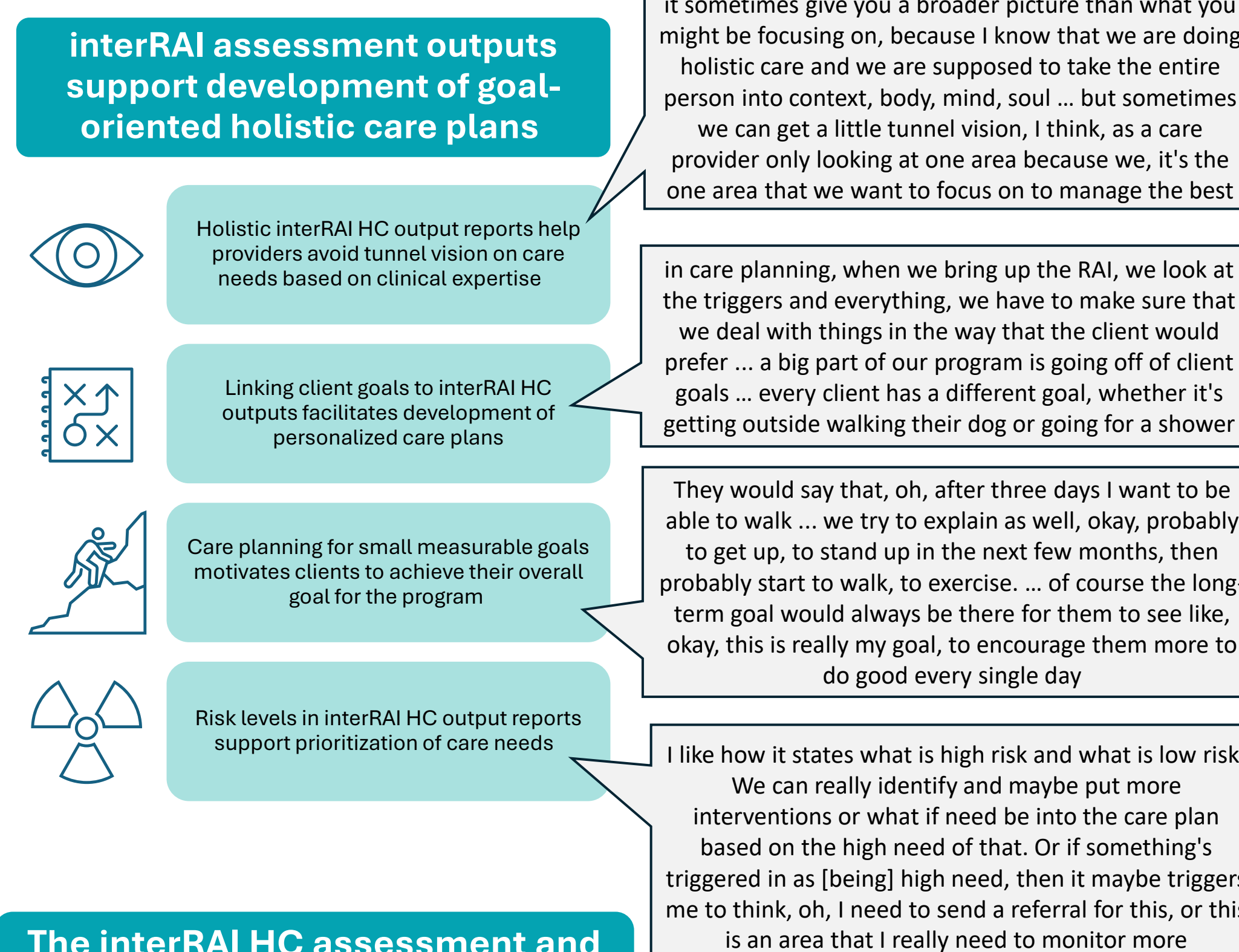


Overview of Findings

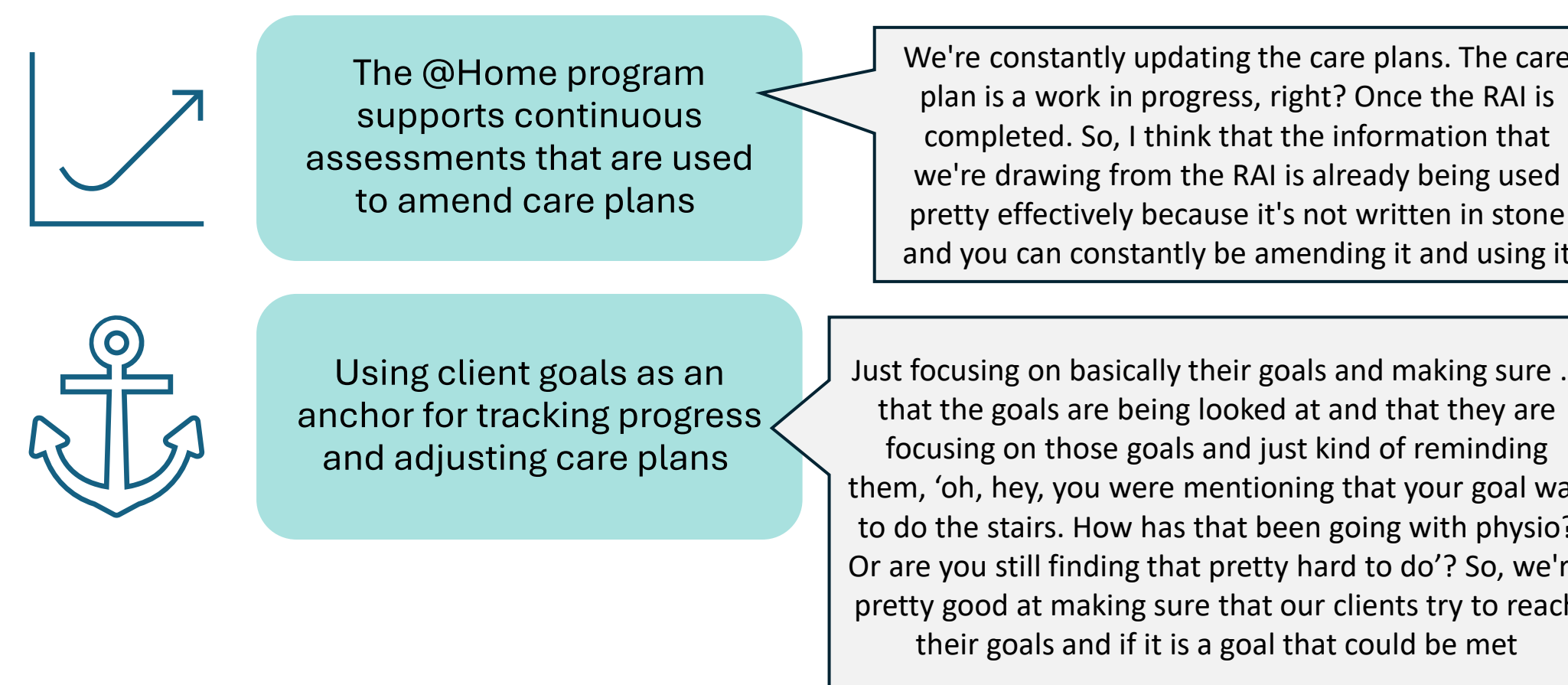
Based on interview data, we identified success and challenges related to interRAI training, assessments, care planning, and collaboration.

To support Phase 2 of this research, our findings today focus on the successes and challenges related to **engaging in data-informed care planning drawing on interRAI HC assessment data**.

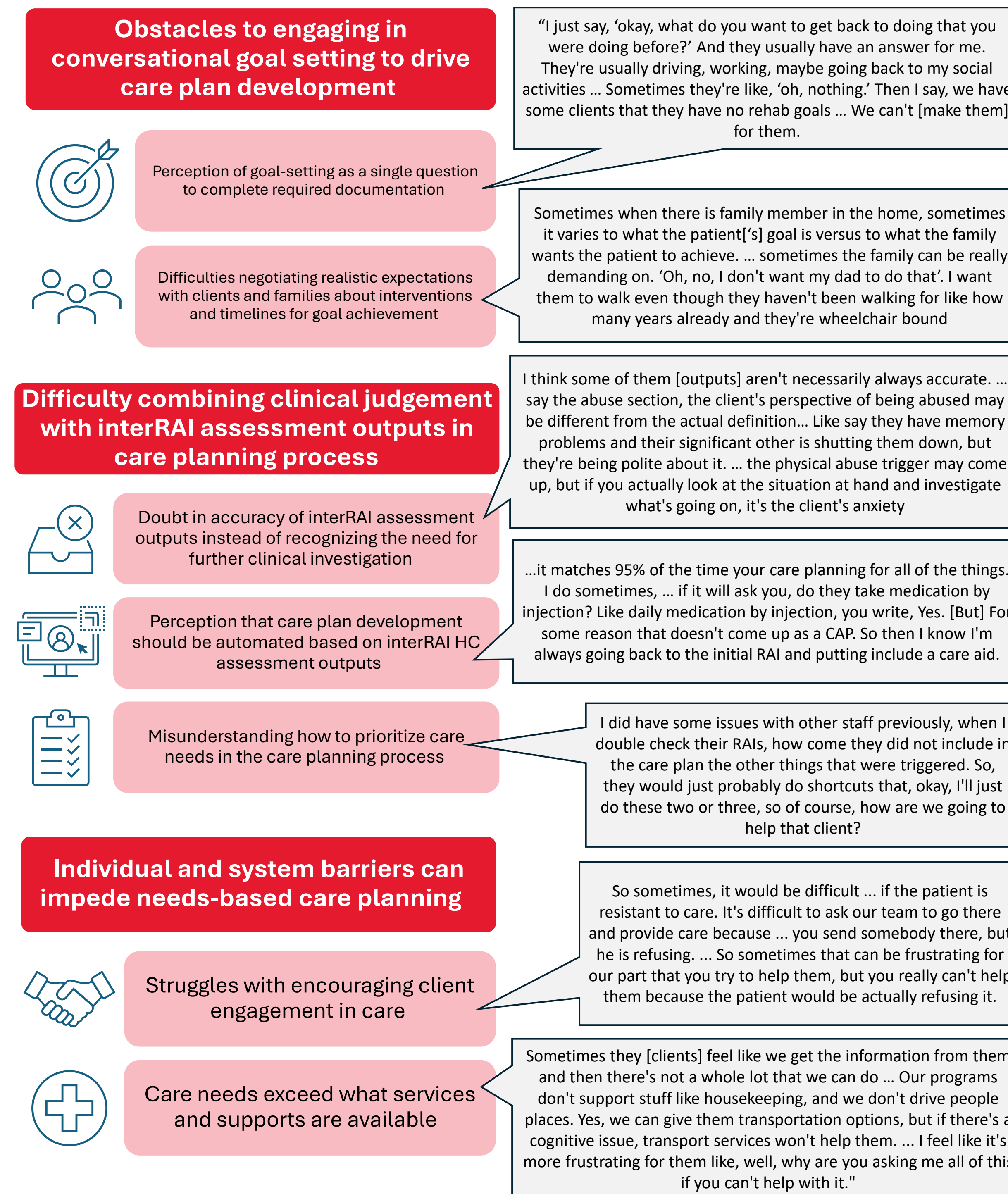
Successes



The interRAI HC assessment and outputs support dynamic care planning over the course of the @Home Program



Challenges



Conclusions

- Participants highlighted Important competencies necessary for practical nurses to deliver data-informed, person-centered transitional care focused on what is most meaningful for older adults.
- By meaningfully engaging with practical nurses who are experts by experience, we identified challenges that reveal opportunities to better support nurses in their roles as primary clinicians.
- These findings have informed the next phase of our research, where we collaborated with transitional care providers to co-design point-of-care tools that address challenges in client engagement and conversation-based goal setting.

References

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6. ANALYSIS

Acknowledgements

Funded by:



Project partners:

